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After Action Review (AAR) Guide
for the Army Training Battle
Simulation System (ARTBASS)

ARI Field Unit at Fort Leavenworth, Kansas
Systems Research Laboratory

October 1986



U. S. Army Research Institute for the Behavioral and Social Sciences

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The After Action Review (AAR) Guide contains procedures for the prepara- tion and conduct of Army Training Battle Simulation System (ARTBASS) AARs. The guide describes the purpose of an AAR, the role of the chief controller, and the four stages of an AAR. Examples of effective and ineffective AARs are presented, and the essentials of effective AARs are discussed.		

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After Action Review (AAR) Guide for the Army Training Battle Simulation System (ARTBASS)

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Training and Simulation

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FOREWORD

The Fort Leavenworth Field Unit performs research and development in areas that include command group training and staff operations. The command group training team has a long history of research on battalion training simulations, including Combined Arms Map Maneuver System (CAMMS), Combined Arms Tactical Training Simulator (CATTs), and Army Training Battle Simulation System (ARTBASS).

Several studies with these training simulations indicated that feedback was a critical element in increasing training effectiveness. Feedback provided during the after action reviews (AAR) helps to focus on significant training objectives, assess actions taken, and generate tentative solutions to problems.

This guide provides a good method for planning, preparing, and conducting after action reviews. Many of the procedures described here are incorporated into FC 101-2, "How to Train with ARTBASS." This AAR Guide can be used as a companion document to further describe the AAR process. Utilization of these guidelines will contribute to effective and efficient training.



EDGAR M. JOHNSON
Technical Director

AFTER ACTION REVIEW (AAR) GUIDE FOR THE ARMY TRAINING BATTLE SIMULATION
SYSTEM (ARTBASS)

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After Action Review (AAR) Guide for the Army Training Battle Simulation System (ARTBASS)

I. Introduction to the AAR.

> These guidelines on Army Training Battle Simulation System (ARTBASS) after action reviews (AAR) are intended to be used by the responsible commander for battalion command group training exercises. Although the guidelines specifically address ARTBASS training, they provide guidelines whenever training would benefit from AAR. The guidelines similarly will be useful for the ARTBASS new equipment fielding team and to those installations and simulation center managers where ARTBASS (or similar training simulations) are being used.)

a. Purpose of the AAR.

During a command group training exercise, feedback should be provided to increase and reinforce learning. The AAR provides a sound method for diagnosing unit training needs and is an effective teaching technique. All key players participate in an AAR, so it provides a rich data base from which teaching points can be drawn. The AAR is structured around sequential exercise events, and the AAR leader guides the discussion by asking leading questions. Therefore, participants may be guided to identify critical events, to explore the reasons for actions taken, and to recognize tentative solutions to problems and alternative courses of action.

b. Role of the Chief Controller.

The chief controller is the principal actor in preparing the data for the ARTBASS AAR. As used in this document the chief controller is the ARTBASS team chief. Controllers should provide written observations from their individual perspectives to the chief controller. The chief controller will then incorporate that information into his own notes. At that point, the chief controller and the responsible unit commander will plan the AAR.

c. Four Stages in the ARTBASS AAR.

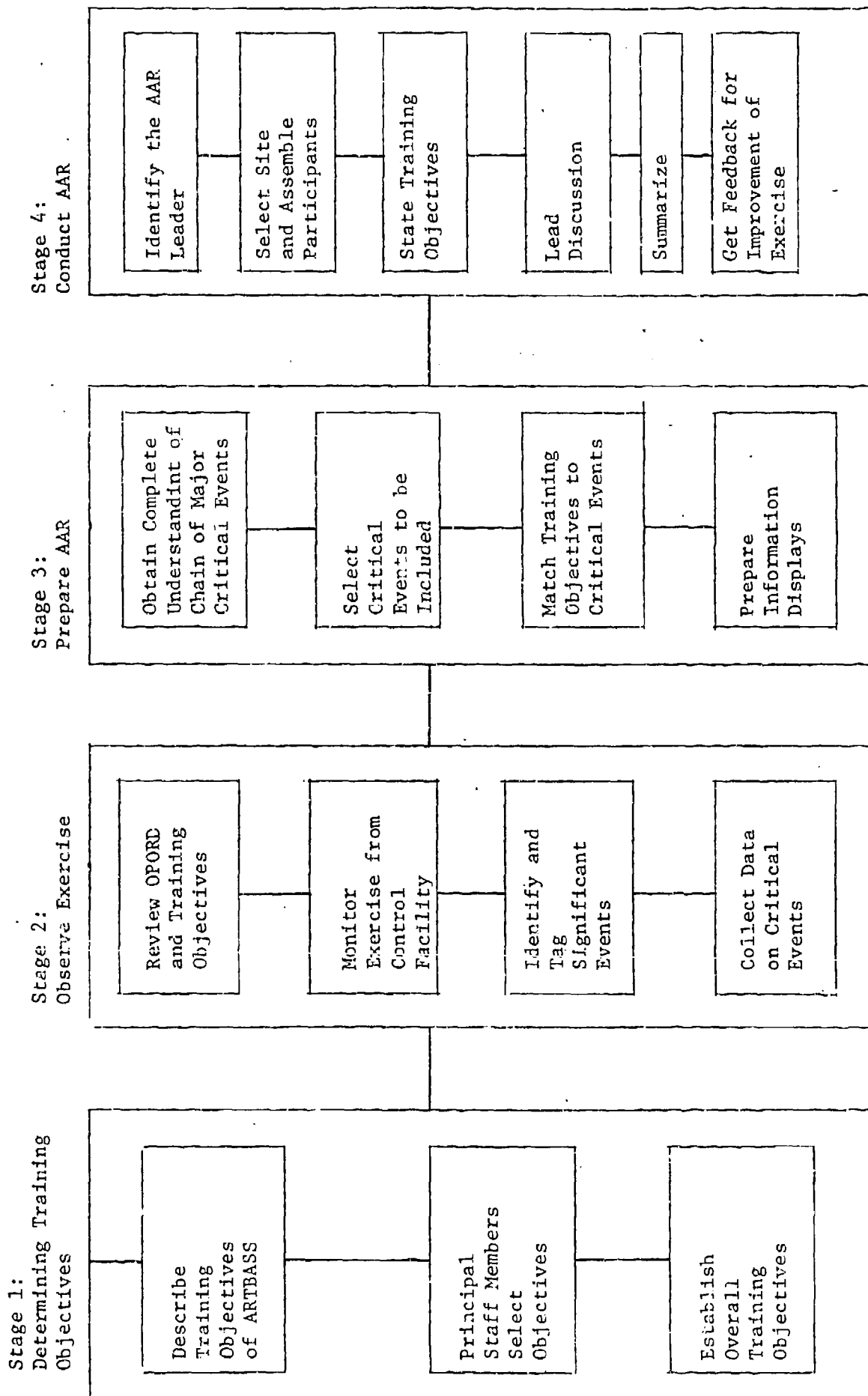
There are four stages in the development and presentation of an AAR. Table 1 provides an overview of the steps within each stage.

II. STAGE 1: Determine Training Objectives.

Determine training objectives before the exercise, so that the exercise controllers and the command group members will share a common understanding of the purpose of the exercise. One way of specifying objectives is for the responsible unit commander to select and then state the unit's training needs in terms of the objectives supported by ARTBASS. The commander can obtain support from key staff members. To do this three steps can be followed:

Table 1

Four Stages in the ARTBASS AAR



- Step 1: Describe the training objectives of ARTBASS.
- Step 2: Principal staff members select their objectives.
- Step 3: Integrate lists and establish overall training objectives.

a. Step 1: Describe the Training Objectives.

The training objectives supported by ARTBASS are described. Generally ARTBASS allows the exercise of critical tasks (planning, execution, communication, coordination, and control) in the areas of operations, intelligence, administration, logistics, and fire support, and it allows feedback or knowledge of results to be provided in each of these areas.

b. Step 2: Key Staff Members Select Objectives.

Lists of training objectives are distributed to the following personnel:

- Battalion commander.
- S1.
- S2.
- S3.
- S4.
- FSO.

Appendix A contains a list of mission essential tasks, which can be phrased in terms of training objectives, for each position. The command group members indicate the tasks they particularly want to exercise and receive feedback about. Persons who are new in their positions generally select most of the tasks available to them. More experienced members tend to focus on fewer tasks.

c. Step 3: Integrate Lists and Establish Overall Objectives.

The lists should then be compared and integrated into an overall list of training objectives. Additional mission-oriented objectives can be generated to summarize the task-oriented objective. A sample of mission-oriented objectives is provided at Appendix B.

III. STAGE 2: Observe the Exercise.

Observing the exercise consists of four steps:

- Step 1: Review training objectives before exercise begins.
- Step 2: Monitor exercise from the control facility.
- Step 3: Identify and tag significant critical events.
- Step 4: Collect data on critical events.

a. Step 1: Review Training Objectives.

Prior to the exercise, the chief controller reviews the battalion's training objectives. The task-oriented training objectives vary between command groups. Among the most frequently selected tasks are the following:

Battalion commander

- o Conduct commander and staff planning procedures.
- o Control and coordinate BN/TF operations.

S1

- o Process replacements.
- o Prepare and submit personnel daily summary.

S2

- o Obtain information and intelligence.
- o Prepare intelligence estimates.

S3

- o Prepare plan/order.
- o Complete mission analysis.

S4

- o Plan and coordinate logistical support.
- o Prepare plan/order.

FSO

- o Develop fire support plans.
- o Plan fire support.

b. Step 2: Monitor Exercise from the Control Facility.

Observing is an active process, which focuses on the actions that make the difference between the battalion's success or failure. The chief controller should:

1. Be sensitive to cues - anticipate responses to information inserted from the control facility.
2. Pay particular attention to command tactical decisions and their implications.
3. Keep in close contact with the primary sources of information, especially the role players and brigade controllers.

c. Step 3: Identify and Tag Significant Events and Determine Which are Critical.

All potentially significant events should be noted and tagged. Significant events may occur in both planning and execution. The chief controller and the brigade controllers should observe the planning process. All controllers should observe the OPORD briefing and the execution phase.

A critical event is often related to a major loss or gain that greatly impairs or enhances the battalion's ability to perform. Several examples are listed below:

Planning

1. Commander's guidance.
2. Staff estimates.
3. Commander's concept/decision.
4. Battalion OPORD briefing.

Execution

1. Important intelligence acquired.
2. Timeliness of decision to commit forces.
3. Appropriateness of resource allocation.
4. Whether firepower was concentrated on OPFOR weakness.
5. Major breach of security.
6. Major command and control failures.
7. Successful deceptive maneuver.

d. Step 4: Collect Information.

The chief controller ultimately needs to know the what, how, and why of each critical event (see Table 2):

What happened - description of event.

- o Define the event's characteristics.
- o Identify the elements involved.

How it happened - key facts about surrounding events.

- o Identify events preceding the critical event.
- o Identify closely related actions and events.

Why it happened - inferences about the probable cause.

- o Organize facts related to the critical events.
- o Make inferences about the causes of the critical event.

Table 2.

Analysis of Events

General Issue	Specific Observation
What happened	"B" Co became heavily engaged and lost more than half its available firepower.
How it happened	<p>"B" Co began to assault designated objective, met unexpected heavy resistance, and was unable to disengage.</p> <p>"A" Co had to change route and backtrack because of impassible terrain, but did not advise S3.</p> <p>"C" Co was too far in rear to come to assistance in time.</p> <p>Indirect fire support was good but failed to inflict much damage due to heavily armored OPFOR. Moderate winds made smoke missions ineffective.</p> <p>CAS not available.</p>
Why it happened	<p>Scout Plt report indicating heavy OPFOR concentration in vicinity of OBJ not processed in timely manner. Bde report of OPFOR in vicinity of OBJ not taken into account.</p> <p>S3 and "B" Co commander failed to coordinate prior to assault.</p> <p>Commander/S3 approved "B" Co commander's request to assault before insuring that adequate resources would be available should situation deteriorate.</p> <p>S2/S3 coordination was poor.</p>
Alternative Courses of Action	<p>Defer approval of assault until all units in position.</p> <p>Improve coordination between S2 and S3.</p> <p>Refine S2 intelligence handling procedures.</p>

Alternative courses of action - inferences about other possible options.

- o Identify some alternative courses of action which might have improved performance.

e. The following sources of information can contribute to the understanding:

1. Tactical graphic displays - relative positions of units, axis of advance, engagements, etc.
2. Alphanumeric displays - alert messages, status reports, and post-game summaries, e.g., maneuver command reports, fire control reports, logistic and administrative reports, threat controller reports.
3. Role players - company and platoon activities, FIST.
4. Controllers - speed and appropriateness of unit actions.
5. OPFOR commander - major engagement related events.
6. Tactical radio net monitors - communication content.
7. Video replay - selected unit actions.

IV. STAGE 3: Prepare the AAR.

Preparing the AAR requires four steps:

- Step 1: Complete your understanding of the chain of critical events.
- Step 2: Select critical events to be discussed.
- Step 3: Match training objectives with critical events.
- Step 4: Prepare information displays.

a. Step 1: Complete Your Understanding.

After the exercise, at the end of day 2 and at the end of day 3, the chief controller reviews his knowledge about the chain of critical events and determines whether there are any major gaps in his understanding. If so, he needs to fill them in as in Stage 2, Step 4, above. The following factors should be considered:

1. Important aspects of mission planning and preparation.
2. Disposition of forces.
3. Allocation of assets.
4. Deviations from planned routines or actions.
5. Major engagements and their results.

6. Coordination and communication.
7. Logistics.
8. Intelligence.

b. Step 2: Select Critical Events.

After the chief controller has an understanding of what happened during the exercise, he reviews the critical events and prioritizes them in terms of their relevance to training objectives and contributions to exercise outcome.

He then consults with the battalion commander to select those critical events important enough to be included in the AAR and places them in chronological order. In addition to those critical events that the chief controller has noted, each controller and role player will have generated a similar list. The chief controller should merge the information as needed to provide a relatively complete description of the events he has chosen.

c. Step 3: Match Training Objectives with Critical Events.

Training objectives should be matched with critical events, so that the command group members can readily appreciate the impact of their actions on the battalion's success in the battle. For an example of the matching process, see Table 3, which is based upon the critical event analysis in Table 2.

d. Step 4: Prepare Information Displays.

Audiovisual aids are an important aspect of the battalion AAR. The chief controller and battalion commander prepare and integrate the information displays to be used in the AAR, including voice and video recordings. The AAR sequence includes an orderly presentation of the following audiovisual information:

1. Tactical displays.
2. Supporting graphic and tabular displays.
3. Voice and video recordings.

The chief controller and battalion commander should choose those aids that best and most simply illustrate the points they wish to make. It is expected that they will make use of the Terrain Map (TM) and the Terrain Appreciation (TA) displays to make specific, focused technical points to the battalion staff.

V. STAGE 4: Conduct the AAR.

Conducting the AAR requires six steps:

- Step 1: Choose the AAR leader.
- Step 2: Select site and assemble participants.
- Step 3: State training objectives.

Table 3.

Matching Training Objectives with Critical Events

Critical Event	Related Training Objectives
What happened	
"B" Co became heavily engaged and lost more than half its available firepower.	Control unit movement and fires (Bn Cdr, S3) Plan maneuver control measures (Bn Cdr, S3) Prepare analysis of area of operation (S2) Identify intelligence requirements (S2) Obtain information and intelligence (S2) Monitor operations (S3)
How it happened	
When "B" Co began to assault designated objective, it met unexpected heavy resistance and was unable to disengage.	Control unit movement and fires (Bn Cdr, S3) Plan maneuver control measures (Bn Cdr, S3) Prepare analysis of area of operation (S2) Identify intelligence requirements (S2) Obtain information and intelligence (S2) Monitor operations (S3)
"A" Co had to change route and backtrack because of impassible terrain, but did not advise S3.	Control & coordinate BN/TF operations (Bn Cdr, S3) Maintain orientation (Bn Cdr, S3) Control unit movement and fires (Bn Cdr, S3) Prepare analysis of area of operation (S2) Obtain information and intelligence (S2) Monitor operations (S3)
"C" Co too far in rear to come to assistance in time.	Control unit movement and fires (Bn Cdr, S3) Plan maneuver control measures (Bn Cdr, S3) Monitor operations (S3)
Indirect fire support was good but failed to inflict much damage due to heavily armored OPFOR. Moderate winds made smoke missions ineffective.	Plan direct fires (Bn Cdr, S3) Plan fire support (Bn Cdr, S3) Control direct fires (Bn Cdr, S3) Control fire support (Bn Cdr, S3, FSO) Obtain intelligence and information (S2) Prepare intelligence estimates (S2) Develop fire support plans (S3, FSO)
CAS not available.	Plan fire support (Bn Cdr, S3) Control fire support (Bn Cdr, S3, FSO) Coordinate JAAT operations (S3, FSO)

Table 3. (Continued)

Matching Training Objectives with Critical Events

Critical Events	Related Training Objectives
Why it happened	
Scout Plt report indicating heavy OPFOR concentration in vicinity of OBJ not processed in timely manner. Bde report of OPFOR in vicinity of OBJ not taken into account.	Conduct commander and staff planning procedures (Bn Cdr) Conduct preliminary analysis (Bn Cdr, S3) Complete mission analysis (Bn Cdr, S3) Plan fire support (Bn Cdr, S3) Control and coordinate BN/TF operations (Bn Cdr, S3) Obtain information & intelligence (S2) Coordinate within BN/TF HQs (S2) Develop fire support plans (S3) Monitor operations (S3)
S3 and "F" Co commander failed to coordinate prior to assault.	Control and coordinate BN/TF operations (Bn Cdr, S3) Monitor operations (S3)
Commander/S3 approved "B" Co commander's request to assault before insuring that adequate resources would be available should situation deteriorate.	Plan maneuver control measures (Bn Cdr, S3) Control and coordinate BN/TF operations (Bn Cdr, S3) Control unit movement and fires (Bn Cdr, S3)
S2/S3 coordination was poor.	Control and coordinate BN/TF operations (Bn Cdr, S3) Coordinate with BN/TF HQs (S2) Monitor operations (S3)

NOTE: The symbols in parenthesis represent the staff member(s) for whom the training objective is relevant. None of the above critical events are related to the training objectives of the S1 or the S4.

- Step 4: Lead discussion.
- Step 5: Summarize.
- Step 6: Get feedback from command group for improvement of exercise.

a. Step 1: Identify the AAR Leader.

Either the chief controller, (ARTBASS team chief), the brigade commander, or the battalion commander will conduct the AAR.

b. Step 2: Select Site and Assemble Participants.

Battalion AARs may be conducted in the command post using a display monitor or in the control facility using the control station displays. The following personnel should attend the battalion AAR.

- 1. Battalion command group.
- 2. ARTBASS controllers.
- 3. Brigade role players.
- 4. Company commanders.
- 5. FISTs.
- 6. OPFOR commander.
- 7. Other key personnel as appropriate.

c. Step 3: State Training Objectives.

The AAR leader makes a brief statement of training objectives that are described as specifically as possible. The number of training objectives should be limited, to keep the AAR focused and prevent it from becoming excessively long. The review of the training objective should be presented in a manner to set a positive atmosphere and to produce maximum participation. The expectancy of the roles that participants are to play in the discussion should be conveyed.

d. Step 4: Lead Discussion.

The AAR leader leads a discussion of the major events, in their order of occurrence, as in Table 4:

- 1. Replay significant events on video display.
- 2. Players and player-controllers present their perceptions of the battle.
- 3. The threat commander presents his view of the battle.
- 4. Identify problem areas and recommend solutions.
- 5. Staff members discuss problems and tentative solutions with their brigade counterparts.

Table 4.

General Scenario for a Battalion AAR

Event	Responsibility
State training objectives	AAR leader
Review planning process	AAR leader
Review battalion OPORD	AAR leader
Replay significant events	All participants
Events before contact	All participants
First contact	Commanders of units engaged
Reactions to contact	Commanders of units engaged
Events during engagement	All participants
Present OPFOR perspective	OPFOR commander
Review final results	All participants
Identify problem areas	All participants
Discuss tentative solutions	All participants
Summarize teaching points	AAR leader

6. Each critical event is used as a vehicle to make teaching points about the battalion's performance during the event. The AAR leader does the following in an effective AAR:

- a. Avoids giving a critique or lecture.
- b. Guides the discussion by asking leading questions.
- c. Has players describe what happened in their own terms.
- d. Has players discuss not only what happened but how it happened, why it happened, and how it could have been done better.
- e. Focuses the discussion so that important lessons are made explicit.
- f. Relates critical events to subsequent results.
- g. Avoids detailed examination of events not directly related to major training objectives.

To enhance participation in the discussion the AAR leader should make the participants feel that it is permissible to disagree. Questioning techniques should be used to promote interaction and to relate participants' training actions to one another. To avoid appearing overly critical, descriptive communication techniques can be used. In descriptive communication, abstractions should be avoided and replaced with specific statements. Also being thorough and focusing on behaviors will enhance the AAR. Throughout the AAR, goals should be addressed, as well as how successfully they were met.

e. Step 5: Summarize.

The AAR leader briefly summarizes teaching points relevant to the training objectives. The summary should refer to what went right and what went wrong for both the group and individuals. There should be an analysis of the successes and failures, describing why they occurred and what alternatives there might be to counter the failures in the future. After the summary, the chief controller can have a private conversation with the battalion commander regarding his strengths and weaknesses and what he can do to further improve his performance. An opportunity should be provided for the battalion commander to continue the AAR with his staff and unit leaders. The chief controller should support his activity by organizing and presenting requested displays.

f. Step 6: Get Feedback for Improvement of the Exercise.

After the final AAR the chief controller asks the participants to suggest ways that ARTBASS might be made more effective in the future. Forms may be distributed to the command group members, company commanders, FISTs, and brigade role players to obtain their written recommendations.

VI. Examples of AARs.

a. Example of an Effective AAR.

In an effective AAR, the leader follows the principles outlined in this After Action Review (AAR) Guide. He begins by stating the training objectives. Throughout the course of the AAR, the leader's points may be more clearly understood if they are illustrated with visual aids. Visual aids are particularly helpful when used to list training objectives and the critical events which the chief controller and the battalion commander have chosen to discuss during the AAR. The visual aids also enhance learning by making the relationship between training objectives and critical events more clear.

An effective AAR examines the unit's planning performance as well as its execution. Therefore, the leader's next task is to review the command group's planning process and OPORD briefing. This is important because critical events during the planning phase of the exercise may affect the unit's success in the battle.

After reviewing the planning process, the AAR leader focuses on the execution phase of the exercise. As the leader replays each selected video excerpt of the battle, he identifies critical events by asking leading questions. Participants are guided to analyze events in their own words, without repetitious descriptions of the same event. Rather, each participant should contribute a new aspect of the event. In this way, the participants are led to diagnose their own errors and to explore alternative courses of action. It is the job of the AAR leader to ensure that the discussion involves as many participants as necessary to completely analyze each critical event. The process of identifying a critical event, diagnosing errors, and identifying alternative courses of action continues until each critical event has been discussed.

After the critical events have been replayed, the threat commander presents the OPFOR perspective. His presentation is most effective when given after the critical events have been discussed, because participants may then recognize additional courses of action and possible solutions to problems.

In the final step of an effective AAR, the leader summarizes in a clear and concise manner. At this point, each participant should understand the relationship between his chosen training objectives and the critical events in the planning and execution phases of the exercise.

b. Example of an Ineffective AAR.

An ineffective AAR reviews the exercise events without analyzing them, without relating them to training objectives, and without identifying teaching points or alternative courses of action. The following is an example of an ineffective AAR:

1. The chief controller began the AAR by saying, "The company commanders will stand up, in whatever order the battalion commander wants, and describe how you fought the war in your sector. Then intersperse that with the FSC, Engineer, and Air Defense Group. Finally, the enemy commander will brief us on how he attacked through the sector today."

2. The 1st company commander reported.
3. The 2nd company commander reported.
4. The 3rd company commander reported.
5. The 4th company commander reported.
6. The 5th company commander reported.
7. The S2 reported.
8. The S3 reported.
9. The FSO reported.
10. The S4 reported.
11. The threat commander gave the OPFOR perspective.
12. The exercise events were replayed on the Terrain Map display.

There were several things wrong with this AAR which made it ineffective. First, it was not planned. There was no indication that the chief controller and the battalion commander had conferred to identify critical events for discussion in the AAR. Second, there was no statement of the training objectives. Beginning with the training objectives would have established the AAR as an organized learning experience.

Another problem with this AAR was that visual aids were not used. Charts should be used to list the training objectives and critical events which will be discussed in the AAR. The critical events should be illustrated by replaying them on the video displays.

A fourth thing wrong with this AAR was that the order did not follow a logical sequence of events. There was no discussion of the command group's planning process or their OPORD briefing. Instead, the presentations were recitations, repeating many of the same events without analysis. To have an effective learning experience, the personnel should be actively involved in discussions of critical events illustrated by video replays. Interactive discussion leads the participants to diagnose errors and to formulate alternative courses of action.

Finally, there was no summary statement. The video record of the exercise was simply replayed from the beginning until the group members lost interest. A good summary statement contributes to an AAR's effectiveness by

providing an overview of the critical events in terms of their relationship to the relevant training objectives and to the unit's success in the battle. It also provides a positive conclusion for the AAR, rather than a feeble ending.

VII. Essentials of an Effective AAR.

An effective AAR has the following characteristics:

1. Training objectives are reviewed.
2. The battalion's discussion is directed to the critical events, reasons why these occurred, and how the battalion could have done better.
3. The chain of events is traced so that the results of mistakes are understood by participants. One mistake is often a partial cause of another.
4. Critical events are clearly related to training objectives.
5. Attention of participants is held and they are involved in the discussion.
6. The summary is clear and concise.

REFERENCES

Scott, T. D., and Fobes, J. L. (1982). After Action Review Guidebook I: National Training Center. Research Product 83-11. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences. (AD A139 405)

APPENDIX A

TASK-ORIENTED TRAINING OBJECTIVES FOR COMMANDER AND STAFF POSITIONS

Battalion Commander

Date _____

ARTBASS Training Objectives

Based on your unit's training experiences to date and the length of time you have occupied your present position, which of the following objectives do you want to work on in this exercise:

1. Evaluation Mission
2. Formulate Tentative Plans
3. Conduct Commander & Staff Planning Procedures
4. Conduct Preliminary Analysis
5. Issue Warning Order
6. Complete Mission Analysis
7. Issue Planning Guidance
8. Prepare Estimates
9. Prepare/Plan Order
10. Plan Maneuver Control Measures
11. Plan Direct Fires
12. Plan Fire Support
13. Issue OPORD
14. Control & Coordinate BN/TF Operations
15. Maintain Orientation
16. Control Unit Movement & Fires Using Graphic Control Measures
17. Issue FRAGO
18. Control Direct Fires
19. Control Fire Support
20. React to Indirect Fire

Battalion S1

Date _____

ARTBASS Training Objectives

Based on your unit's training experience to date and the length of time you have occupied your present position, which of the following objectives do you want to work on in this exercise:

1. Prepare Estimates
2. Prepare Plan/Order
3. Issue OPORD
4. Process Casualty Feeder Reports
5. Process Replacements
6. Prepare and Submit Personnel Daily Summary (PDS)
7. Forecast Losses (CMBT)
8. Coordinate Medical Support

Battalion S2

Date _____

ARTBASS Training Objectives

Based on your unit's training experience to date and the length of time you have occupied your present position, which of the following objectives do you want to work on in this exercise:

1. Prepare Analysis of Area of Operation
2. Prepare Intelligence Estimates
3. Identify Intelligence Requirements
4. Obtain Information and Intelligence
5. Coordinate within the BN/TF HQs
6. Prepare Plan/Order
7. React to Indirect Fire

Battalion S3

Date _____

ARTBASS Training Objectives

Based on your unit's training experience to date and the length of time you have occupied your present position, which of the following objectives do you want to work on in this exercise:

1. Evaluate Mission
2. Formulate Tentative Plan
3. Conduct Preliminary Analysis
4. Issue Warning Order
5. Complete Mission Analysis
6. Prepare Operations Estimate
7. Prepare/Plan Order
8. Develop Task Organization/Concept of Operation
9. Plan Maneuver Control Measures
10. Plan Fire Support
11. Plan Direct Fires
12. Develop Fire Support Plans
13. Coordinate Joint Air Attack Team (JAAT) Operations
14. Coordinate Engineer Support
15. Coordinate Air Defense Support
16. Prepare and Issue Orders
17. Monitor Operations
18. Maintain Orientation
19. Control Unit Movement & Fires Using Graphic Control Measures
20. Issue FRAGO
21. Control & Coordinate BN/TF Operations
22. Control Direct Fires
23. Control Fire Support
24. React to Indirect Fire

Battalion S4

Date _____

ARTBASS Training Objectives

Based on your unit's training experience to date and the length of time you have occupied your present position, which of the following objectives do you want to work on in this exercise:

1. Prepare Logistical Estimates
2. Prepare Plan/Order
3. Plan & Coordinate Logistical Support
4. Supervise Logistical Operations
5. Request Supplies
6. Receive Supplies

Battalion FSO

Date _____

ARTBASS Training Objectives

Based on your unit's training experience to date and the length of time you have occupied your present position, which of the following objectives do you want to work on in this exercise:

1. Plan Fire Support
2. Develop Fire Support Plans
3. Coordinate Joint Air Attach Team (JAAT) Operations
4. Control Fire Support
5. React to Indirect Fire

APPENDIX B
MISSION-ORIENTED TRAINING OBJECTIVES

- Improve commander/staff coordination.
- Conduct effective METT-T analysis.
- Conduct effective tactical intelligence functions.
- Plan and control combat operations.
- Improve tactical decisionmaking.
- Maintain operations security.
- Conduct effective combined arms operations.
- Improve combat reporting.
- Conduct effective fire and maneuver.
- Integrate obstacle plans into combat operations.
- Concentrate combat power at the critical time and place.
- Employ all indirect fire systems efficiently.
- Integrate NBC defensive operations into combat operations.
- Preserve the force for future operations.
- Sustain the force during combat operations.
- Conduct effective offensive operations.
- Conduct effective defensive operations.
- Evaluate unit tactical SOPs.